

INSTITUTE CIRCULAR,

ADDRESSED

TO COUNTY SUPERINTENDENTS, SCHOOL TRUSTEES, AND TEACHERS,

CALLING A

State Teachers' Institute.

BY JOHN SWETT,

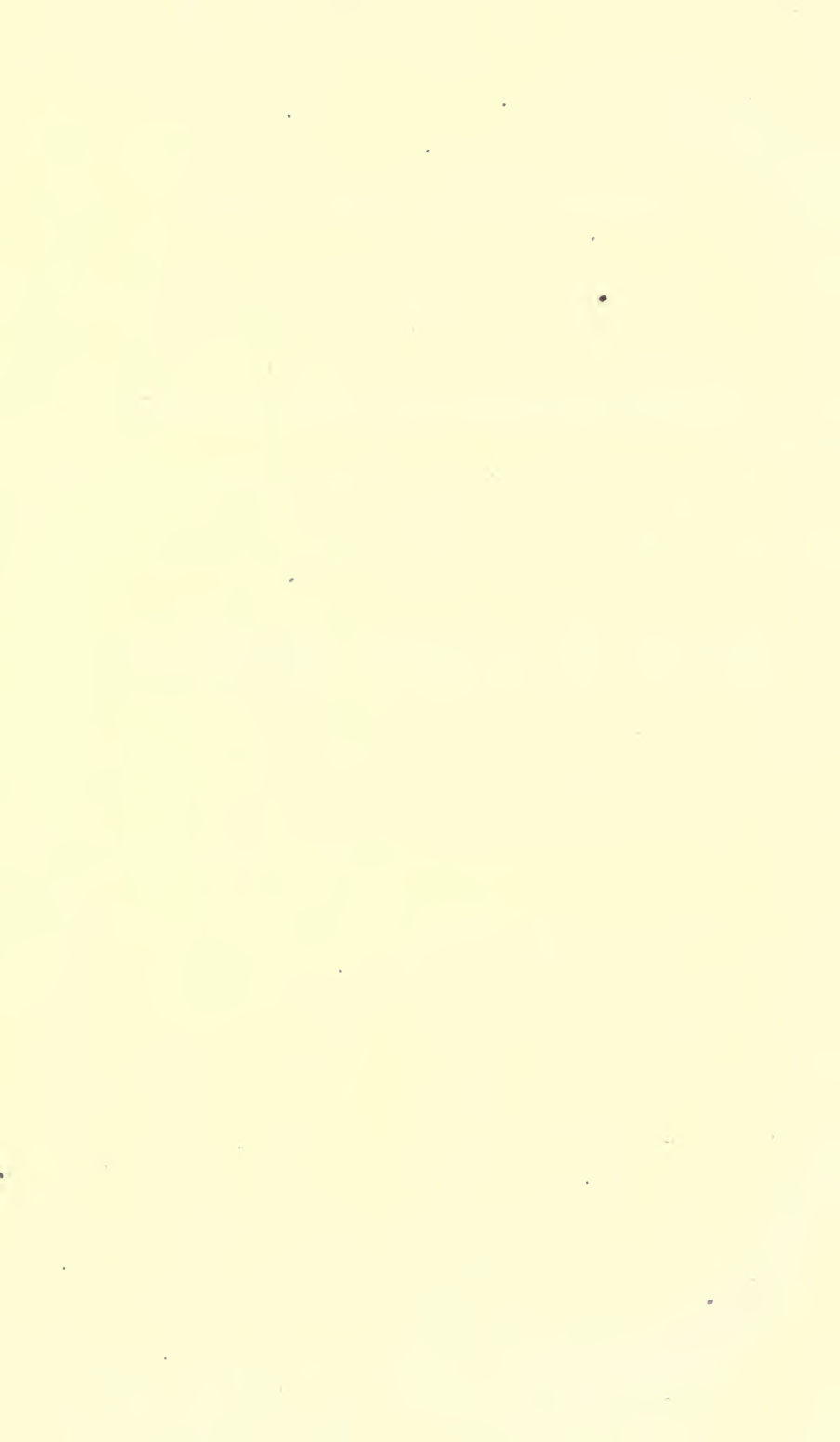
SUPERINTENDENT OF PUBLIC INSTRUCTION.

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1863.



STATE TEACHERS' INSTITUTE.

The Superintendent of Public Instruction will hold a State Teachers' Institute, in the City of San Francisco, commencing on Monday, May fourth, eighteen hundred and sixty-three, and continuing during the week.

No argument is needed to prove the great advantages resulting from Teachers' Institutes. In other States, they have aroused the enthusiasm of Teachers, reformed methods of instruction, and moved public opinion to a more liberal support of Common Schools. Massachusetts, Connecticut, and New York, were the foremost States in organizing and maintaining such Institutes, and the efficient condition of the Schools in these States is the result, in no small degree, of the efforts of Teachers in Associations and Conventions.

Massachusetts employed, for many years, a State Board of Institute Teachers, including the names of men eminent for the highest scientific attainments in their several departments: Professor Russell, in Elocution; Agassiz, in Natural History; Guyot, in Physical Geography; Professor Green, in Grammar; Colburn, in Mathematics; Krusi, in Drawing; and Lowell Mason, in Music. The electric influence of such minds was felt in every School-room in the State, and the efficiency of the Schools increased a hundred fold.

No events in the history of education in the United States has proved so fruitful of beneficent results as the organization of Institutes and Conventions. They are not intended as substitutes for Normal Schools, ~~nor can they educate Teachers to the business of their profession;~~ yet they serve the most admirable purpose of improving those who are only temporarily engaged in the profession, of furnishing those who are not systematically trained, with the best methods of instruction, and of increasing the efficiency of professional Teachers. " x x x x

The exercises of an Institute involve an outline view of subjects relating to the proper mode of imparting instruction, pre-

present the latest information regarding the progress of education in our own and in other countries, and afford an occasion for experienced Teachers to present practical views, which cannot be obtained from books. The best thoughts and best acquirements of the most original Teachers are elicited and thrown into the common stock of professional knowledge. They influence public opinion, by bringing the Teacher's labors more prominently before the community, and by promoting a higher estimate of the Common School in its vital relation to society and the State. The routine of a Teacher's daily life limits his influence to the narrow sphere of the School-room; but the proceedings of an Institute are carried by the press to thousands of families in the State, and his views become an active element in public opinion. No obstacle to the progress of Free Schools is so formidable as the apathy and indifference of the people. Eloquence the most winning, and logic the most convincing, alike fall dead upon the ears of those who see nothing in the establishment of Common Schools but an increase of the rates of taxation. But let the true relation of Schools to property be once clearly seen, let it be generally known that the value of property increases with the excellence of the Schools, and real estate cheerfully consents to be taxed from motives of self-interest. The axiom in our American system of Free Schools, that it is the bounden duty of the property of the State to provide for the education of all the children of the State, rich and poor alike, is in accordance with the spirit of our Government, and should be insisted on by the people to the very fullest extent. If the people of our State are indifferent to Public Schools, it is only because more absorbing topics engage their attention, while the educational interests are not urgently and persistently presented to their view.

And while Teachers' Institutes awaken the people to the claims of Public Schools, they also set before them a truer standard for determining the character and ability of Teachers. If imposters and "Ichabod Cranes" are sometimes engaged in teaching, it is the fault of the ignorance of the people who employ them. No person can attend an Institute, or read its proceedings, without gaining a clearer conception of the duties and requisite qualifications of a Teacher. The Teachers of California constitute the advanced guard of the great army of instructors in the United States, cut off from all personal communication with the main body, and too distant to feel the influences which are perfecting the drill and discipline of the corps in older communities. There are more than six hundred men engaged in teaching in this State, embracing, probably, a greater amount of talent, energy, and ability, than would be found in the same number in older States. Many of these are men of high attainments, forced by the circumstances of a new State into the temporary occupation of teaching; but, though liberally edu-

cated, and schooled by experience and travel, they are not familiar with the new methods of instruction known to the professionally trained Teacher; and to such, the practical knowledge communicated in a single session of an Institute is invaluable.

Nor is the Institute less productive of useful results to *professionally* educated Teachers. Association in some form is one of the most powerful agencies of the times. In Conventions of industry and arts, mind is dignifying the labor of the artisan. Farmers have their agricultural societies, and hold their annual fairs, in which are exhibited the best stock, the choicest varieties of grain and vegetables, the most approved agricultural implements, and the best labor-saving machines. The inventions, improvements, and discoveries of one, thus become the common property of all."

Is not the education of the children as important to the State as the raising of beeves or racers, or the culture of mammoth squashes and cabbages? Is not the training of the *masters* who are to own them all, as necessary as the improvement of the breed of Durhams and Morgans? Shall the Swamp Lands be reclaimed, at the expense of thousands of dollars, while the children run wild in our fertile valleys?

Associations and Conventions in other States have changed teaching from a monotonous routine to a skilful art. The abstract, didactic, pedantic, book-bound style of the old-school teaching, has been succeeded by more natural and philosophical methods of developing the human mind.

And while Institutes have accomplished so much in introducing better methods of instruction, they are no less beneficial in their effects on the mental habits of the Teachers. Constantly imparting to minds inferior to his own, his faculties exercised in one direction only, his full strength seldom called forth, he needs the stimulus of contact with his equals, or superiors. A vigorous contest in a new arena, lessens his self-conceit, and brightens his faculties.

It is a common notion that the occupation of teaching makes a man narrow-minded, or leads him into eccentricities, which stick to him like burs; but it is not true of a Teacher who has in him the elements of living scholarship. He may, it is true, run in the grooves of daily habit, until he becomes a machine for dragging the dead weight of a School; but, on the other hand, he may, while imparting to others, himself drink from the perennial fountain of true scholarship.

But no occupation is more exhausting to nervous force and mental energy than teaching; and the Teacher needs, above all others, the cheering influences of pleasant social intercourse with those whose tastes and habits are similar to his own.

No wonder, then, that the Schoolmaster, buried in some obscure district, surrounded only by the raw material of mind,

which he is trying to weave into a finer texture, without access to books, his motives either misunderstood or aspersed, his labors often seemingly barren of results, his services half paid, with no amusement but the collection of delinquent rate bills, and no study but "how to make both ends meet;" no wonder that he sometimes becomes moody and disheartened, loses his enthusiasm, and feels that the very sky above him is one vast blackboard, on which he is condemned to work out the sum total of his existence.

He only needs the social intercourse of Institutes, and the cordial sympathy of fellow-Teachers, there evoked, to make the heavens glow with hope. There he finds his difficulties are shared by others, his labors are appreciated, and his vocation respected.

The electric current generated by associated mind, acts, and re-acts, by spiritual induction, until it vivifies and electrifies the whole. The Teacher returns to his work full of new thoughts, his *esprit du corps* quickened, his enthusiasm fired, and his capacity enlarged.

The duties of the Teacher are not limited to the School-room; his influence should extend to society around him. If Teachers fold their arms in listless apathy, it is not strange that public opinion is "dead as a door nail" to their demands. There was a time when a man taught School because he was fit for nothing else; but all such fossils lie buried in the strata of past educational epochs. Now, a living man is asked for, not an abridgement of mathematics.

That an Institute is needed for the mutual improvement and encouragement of Teachers, is certain; that there is a most urgent necessity for making a determined and united effort to secure a more liberal provision from the State for the support and improvement of Public Schools, none can deny.

When the State is delinquent in paying the interest justly due on the School Fund, derived from the sale of lands donated by the wise forethought of the General Government; when more than half our Schools are free only in name; when the poor are unequally taxed by obnoxious rate bills; when some of the wealthiest and most fertile counties assess only ten cents on the hundred dollars for the support of Schools; when thirty thousand children in the State attend no School whatever; when, of the forty thousand at School, one fourth attend only three months in the year, and another fourth only six months; when hundreds of children are cooped up in redwood shanties, fit only for the habitation of Digger Indians; when Public School Libraries are unheard of curiosities—it surely cannot be said that Teachers have no demands to make, and that the State has no further duties to perform. //

11 " RAISE THE RATES OF COUNTY TAXATION FOR THE SUPPORT OF
COMMON SCHOOLS, ought to be inscribed over the doors of every
School-house in the State.

4 When our gold and silver mines are enriching the world; when our valleys are teeming with agricultural wealth; when commerce is pouring its treasure into our lap—shall we give, out of all this abundance, less for the education of our children than the ~~bleak and barren~~ States on the other side of the Continent?

"What are lands, and seas, and skies, and gold, and silver, compared with MEN, trained and educated in the Public Schools to an intelligent comprehension of their rights and duties as citizens of the State and the Union? "

But to make the Institute profitable, Teachers must be willing to devote themselves to long sessions, and to patient labor. It is presumed that all will be disposed to devote a week of undivided attention to the systematic duties of the session, and that their zeal and earnestness will carry them, without flagging, through at least nine hours a day of close application. The variety of subjects coming under consideration, the rotation of exercises and lectures, the succession of different Teachers, the practical illustrations of teaching,—all tend, in a well conducted Institute, to relieve the faculties from exhaustion, and to keep them in wakeful action, thus allowing a vast amount of labor to be crowded into the short session of a single week. The Teachers and Lecturers who are to conduct the Institute, have been considering the plan for several months past, and are now earnestly at work preparing themselves to discharge their duties promptly and efficiently.

Teachers of California! will you not unite to make this Institute a life-giving impulse to the Common School system of our State? Its success is committed to your hands. Though the Nation is convulsed by war, and vast and unusual expenditures are called for in its prosecution, not a School-house has been closed, and no appropriations have been withheld in the great loyal States. Last year, in the Empire State, more than seven thousand Teachers attended the different Institutes, and the spirit of the people was never more fully alive to the necessities of educational improvement. The Boston Superintendent of Public Schools says:

"The fierce trials through which our institutions are now passing have turned the public mind with an unwonted interest to the primal sources and springs of our social and national life, and thus have brought out into clearer and bolder view, the vital relations of our Free Schools to public weal, and never have they found a higher place in the popular regard than now."

While other States are still moving onward in their support of Schools, ought we, in California, in the midst of abundance, entering on a new career of prosperity—ought we to make the war an excuse for relaxing our efforts in behalf of popular education? As Teachers, we are debtors to our profession; and our patriotism, in this great crisis of national affairs, ought to incite us to an earnest devotion to the advancement of our system of Free Schools; a system essential to the existence of a free people, and the permanence of a free government. " *End*

It is our duty to implant and cultivate in our Schools a higher regard for freedom, a sounder faith in the fundamental principles upon which a representative government is based, and a higher estimate of the incalculable blessings conferred by the Constitution—firm in the conviction that our country is working out for the future, amid the present storm, a higher order of civilization, and a nobler conception of liberty. "

INSTITUTE EXERCISES.

A course of evening lectures, on educational subjects, free to the public, will be delivered before the Institute, at Platt's New Music Hall:

Monday, May fourth—Reverend Thomas Starr King.

Tuesday, May fifth—State Superintendent of Public Instruction. *Subject*: Duties of the State to Public Schools.

Wednesday, May sixth—George W. Minns, Esq.

Frederick Billings, Esq., Professor Whitney, State Geologist, and Professor Brewer, of the Geological Survey, are conditionally engaged to deliver lectures.

The following gentlemen are engaged to deliver Institute Lectures during the day sessions:

Mr. George Tait, Superintendent of the San Francisco Public Schools; Mr. Frank Soule; Mr. Theodore Bradley; Reverend J. E. Benton; Mr. H. P. Carlton; Mr. D. C. Stone; Mr. John S. Hittell; Mr. B. Marks; Mr. J. B. McChesney; Dr. F. Tuthill; Dr. T. W. Hatch; Dr. Kellogg, Botanist of the Natural History Society; Mr. Highton; and Professor Swesey, of the New York State Normal School.

The schedule of exercises which follows, has been arranged as definitely as is possible so long in advance, and will exhibit the general plan on which the Institute is to be conducted:

PROGRAMME OF DAILY EXERCISES.

MONDAY, MAY FOURTH.

10 A. M.—Organization.

Appointment of Committees.

Introductory remarks, by President of the Institute.

Address, by Frank Soule, Esq.

12 M.— *Intermission of One Hour.*

1 P. M.—Primary Teaching: Illustrated by Miss Sullivan's class from the City Model School.

1:40 P. M.—Institute Lecture: Waste in Schools, Mr. B. Marks.

2:15 P. M.—Thoughts on Grammar, John S. Hittell.

3 P. M.—Discussion on Grammar, and adoption of Text Books.

3:45 P. M.—Report of Critics.

Singing.

4 P. M.—Examination of Teachers.

8 P. M.—Evening Lecture, Reverend Thomas Starr King.

TUESDAY, MAY FIFTH.

9 A. M.—Roll Call.

Devotional Exercises.

Singing, conducted by Messrs. Elliott and Mitchell.

Discussion, and adoption of Text Books on Arithmetic.

10 A. M.—Methods of Teaching: Illustrated by the Experimental Class connected with the State Normal School, under the direction of Miss Clark.

10:40 A. M.—Institute Lecture, by the Superintendent of Public Instruction. *Subject: Concerning Common Sense in Teaching.*

11:15 A. M.—Calisthenic Class, from the State Normal School, conducted by Miss Parrot, graduate of Dr. Dio Lewis' Gymnastic and Calisthenic Institute.

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12. M.— *Intermission.*

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1 P. M.—Institute Lecture: Elocution, by Reverend John E. Benton.

1:45 P. M.—Elocutionary Exercises, Ellis H. Homes.

2 P. M.—Object Lesson: Lithography and Silverware, Hubert Burgess.

2:30 P. M.—Mental Arithmetic, Ahira Holmes, Principal of State Normal School.

3 P. M.—Primary Schools: Miss Sullivan's Model School Class.

3:30 P. M.—Report of Critics.
Singing.

4 P. M.—Examination of Teachers.

8 P. M.—Evening Lecture: Duties of the State to Public Schools, by Superintendent of Public Instruction.

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WEDNESDAY, MAY SIXTH.

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9 A. M.—Roll Call.
Devotional Exercises.
Singing.

Discussion, and adoption of text books on Reading.

10 A. M.—Institute Lecture: School Discipline, Theodore Bradley, Principal of Denman School.

10:40 A. M.—Discussion on School Discipline.

11 A. M.—Object Lesson: Color—Miss Clark's Model School Class.

11:40 A. M.—Elocutionary Exercises.

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12 M.— *Intermission.*

- 1 P. M.—Object Lesson: Miss Sullivan's Model School Class.
 1:30 P. M.—Discussion: What are some of the most serious
 Defects in the course of study in our Common
 Schools?
 2:15 P. M.—Institute Lecture: Physical Geography, George
 W. Minns, of San Francisco High School.
 3 P. M.—Institute Lecture: Normal Schools, Prof. Swesey.
 4 P. M.—Examination of Teachers.
 8 P. M.—Evening Lecture.
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THURSDAY, MAY SEVENTH.

- 9 A. M.—Roll Call.
 Devotional Exercises.
 Singing.
 Discussion, and adoption of text books on Geogra-
 phy and History.
 10 A. M.—School Gymnastics and Calisthenics.
 10:25 A. M.—Discussion: Can Military Drill be advantageously
 introduced into the Public Schools?
 11:30 A. M.—Arithmetic.
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12 M.— *Intermission.*

- 1 P. M.—Penmanship, H. Burgess.
 1:30 P. M.—Institute Lecture: Reform Schools, H. Highton.
 2:15 P. M.—Physiology of the School Room.
 3:15 P. M.—How to teach English Composition, Prof. Swesey.
 Reports of Critics.
 Singing.
 4 P. M.—Examination of Teachers.
 8 P. M.—Evening Lecture.
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FRIDAY, MAY EIGHTH.

Exercises not assigned.
 Evening, Social Meeting of Teachers.

SATURDAY, MAY NINTH.

9 A. M.—Roll Call.

Devotional Exercises.

Singing.

Introduction of Resolutions.

Reports of Committees.

General Business.

12 M.—Adjournment.

1 to 3 P. M.—Examination of Teachers.

It will be perceived, by the preceding programme, that while the *theory* of education is presented in short lectures, a larger portion of the time is devoted to the practical details of School-room duty. The most prevalent deficiency in American Schools, from the Primary upward, seems to be the want of a thorough knowledge of *elements*.

The importance of accuracy in the elementary sounds of the English language, and in pronunciation, is recognized by introducing thorough instruction in Elocution. Penmanship and Drawing will be assigned prominent places. Gymnastics and Calisthenic exercises are recognized as of vital importance to a practical course of culture in the Public Schools, where education ought to mean health, strength, and happiness, as well as intellectual training.

The modern system of "Object Teaching," which is now revolutionizing Primary Schools in other States, will be very fully illustrated by the excellent classes from the Model School, conducted by teachers thoroughly familiar with their subject.

The students of the State Normal School will attend the Institute during its entire session, contributing their full share to the interest of the occasion. The entire *corps* of San Francisco Teachers, one hundred in number, will be present, and from the interest already manifested in different parts of the State, it is safe to estimate, that at least *five hundred* teachers will attend the Institute. Half a regiment of instructors ought to carry by storm all the obstacles, formidable as they are, which stand in the way of a more liberal provision for our Public Schools, so imperatively demanded to meet the wants of our increasing population.

STATE TEACHERS' CERTIFICATES.

The State Board of Examiners will hold an examination of all applicants who desire to obtain State Certificates, during the Institute session. By an amendment to the School law, these Certificates remain in force during the term of four years—relieving the holders from all further examination by County Boards. It would be difficult to adduce any reason whatever for the annual examination of Teachers, except the natural desire which some seem to entertain for tormenting unlucky applicants for District Schools. There are many able Teachers in the State whose pride revolts at the humiliation. Under the old law, a Teacher in the Public Schools, though he might have added to the finest natural abilities for teaching, a complete professional training in the best Normal Schools in the United States—though he might have grown grey in the service, might be crowned with the well earned honors of many successful Schools, be revered by thousands of grateful pupils—though he had graduated from a University—yet he could not apply for the smallest District School in the remotest corner of the State without “passing an examination;” and, if he wished to teach another year, he must travel twenty or thirty miles, to satisfy the State that he was “*fit to keep a Common School!*” And, further, if he wished to remove to another county, he must be examined by another Board, to ascertain his fitness to teach a *Common School!* If *examination* imparts fitness to teach, some of the Teachers in this State ought to be well fitted for their occupation. And then, these annual Certificates made no distinction of merit. They reduced all, good, bad, and indifferent, to one dead level of mediocrity—*fitness to teach a Common School.*

In this connection, an extract from a letter recently received from the Hon. John D. Philbrick, Superintendent of the Boston Public Schools, will afford an illustration of eastern views on the subject:

“I can imagine no contrivance whatever,” he says, “so well calculated to drive good Teachers from the profession, as requiring them to submit to the absurd rule of a yearly examination. The more I study the subject of education, the more strongly am I convinced that the way to improve Schools is to improve the Teachers; and this can be accomplished only by making the profession desirable.”

TEACHING AS A PROFESSION.

The time is rapidly approaching when teaching *must be recognized as a profession*; when a diploma from a Normal School, or a Certificate of examination by a legally authorized Association of

Teachers, or a State Board of Examination, shall be a license to "teach School," until revoked by those who issued it. In Pennsylvania, graduates of the Normal School receive with their diploma, a "License" conferred in conformity with an express Act of the Legislature, by the State Inspectors, and authorizing the recipients to teach within the limits of the State, without being subject to further examination. In Illinois, Certificates from the State Board remain in force for life, unless revoked for special cause. In New York, a similar law is in force. It is to be hoped that the Teachers who respect their occupation will soon demand a similar law in California. Educational Conventions, in every part of our country, express a general desire for a distinct and definite recognition of the occupation of teaching by forms equivalent to those now existing in law, medicine, and theology. It is true, there are many who make teaching a temporary occupation, a stepping-stone to other pursuits, and there is no objection to this when they are duly qualified for the noblest of human duties; but there is a large class, becoming larger every year, who desire to make it the occupation of a life—an occupation which calls for a range of acquirements and a height of qualification fully equal to that of the liberal professions. Professor William Russell, graduate of the University of Edinburg, formerly editor of the *Massachusetts Journal of Education*, and well known as one of the ablest Institute Lecturers in the United States, a man of ripe scholarship and varied acquirements, who has devoted thirty years of his life to teaching, whose name is a household word to thousands of New England Teachers, in a recent report to the *Massachusetts State Teachers' Association*, thus speaks of this subject:

"It is unreasonable to expect that any revolution will take place in favor of those who do not stir for their own interest. Neither the community around us, nor the State Legislature, nor that of the Union, can constitute our existing *corps* of Teachers a properly organized professional body. Teachers themselves must make the move; they only can do it. Nothing is needed but that every one of our existing State or County Associations should 'of its own mere motion,' as the law phrases it, resolve itself from its present condition of an open to that of a close body, self-constituting, self-perpetuating, self-examining, self-licensing.

"State sanction may, or may not, come as a consequence. We have a most instructive example in the historical facts regarding the establishment of the world-famous Royal College of Surgeons, of London, which commenced its career as the craft of 'Surgeon-Barbers.' But, on an auspicious day, the Associations passed a resolution that all subsequent admissions to membership should be by regular form of examination and certificate. A measure so obviously tending to the public good obtained, of course, in due

time, the nominal benefit of the royal sanction ; and now, the license conferred by that distinguished body, still worded as issuing from the 'Royal College of Surgeon-Barbers,' is the most authoritative scientific diplomas to which a European professional man can aspire, whether he has honor or emolument in view.

"To constitute the occupation, of teaching a regularly organized profession, any existing body of Teachers has but to adopt the same course of voluntary procedure which is exemplified in the practice of those professional bodies which have already taken their appropriate vantage ground, and are respected accordingly. It is merely the fact that other associated bodies do act on this civic privilege, which constitutes medicine, law, and theology, professions, strictly and properly so called, as distinguished from other callings or pursuits. The three are sometimes denominated '*liberal*' professions, as implying a '*liberal*' preparatory education ; although the fact does not in all cases, or necessarily, verify the application of the term, still they are '*professions*,' because those who practice them '*profess*,' previous to entering on their duties, to be qualified to perform them, are examined to that effect by professional men, and, if found worthy, are admitted accordingly, as members of the given professional body, and furnished with a certificate, in proper form, purporting the fact. In all such cases the procedure is that of a self-examining, self-licensing, self-perpetuating body, giving a right to the individual admitted to membership to receive the countenance and co-operation of his professional brethren, and affording to the community in general the satisfactory assurance that the candidate for professional employment is duly qualified to perform his duties. Whatever social, professional, or personal advantages, therefore, is derived from such arrangements by the members of the liberal professions, may reasonably be expected to be reaped by individuals who follow any other vocation requiring peculiar intellectual qualifications, when these individuals associate themselves for corresponding purposes of interest and general benefit."

The following is the preamble of the constitution of the "Educational Institute of Scotland :"

"As the office of a public Teacher is one of great responsibility, and of much importance to the community ; as it requires for its right discharge a considerable amount of professional acquirements and skill ; and as there is no organized body in Scotland whose duty it is to ascertain and certify the qualifications of those intending to enter upon this office, and whose attestation shall be a sufficient recommendation to the individual, and guarantee to his employers, it is expedient that the Teachers of Scotland, agreeably to the practice of other liberal

professions, should unite for the purpose of supplying this defect in the educational arrangements of the country, and thereby increasing their efficiency, improving their condition, and raising the standard of education in general."

Why should not the pioneer Teachers of this State, in the next Institute, take similar measures of self-organization, self-recognition, and self-examination, and raise themselves above the humiliating necessity of submitting to an examination by members of other professions, or of no professions at all? A "State Educational Society" could be organized by those who shall pass the next examination by the State Board, those who hold diplomas of graduation from Normal Schools, and the Professors in the various Colleges and Collegiate Schools of the State. This Society could become legally incorporated at the next session of the Legislature, and other members could be admitted from time to time by passing a regular examination and receiving diplomas. Such certificates would soon be gladly recognized by unprofessional examiners (many of whom, though men of education, feel that they are not duly qualified to sit in judgment on the competency of Teachers for their peculiar work) as the best possible assurance of fitness to teach. And Teachers may rest assured that legislative enactments would soon follow, making such diplomas *prima facie* evidence of ability to teach in any part of the State, without further examination.

Some such steps we are called upon to take by the large number of accomplished men and women who are entering on our vocation. We are called upon to act, not only in justice to scholarship and talent, but in self-defence against impostors and pretenders; and we may honestly avow a desire to exclude all who unworthily or unfitly intrude themselves into the noble office of teaching.

A "State Society" would unite the Teachers of our State in the bonds of fraternal sympathy; a certificate of membership would entitle the holder to the aid of members in all parts of the State; it would be a passport of employment when he should change his residence; it would entitle him to the substantial benefits of an honorable reception among all Teachers; and a small annual membership fee would soon constitute a fund for the establishment of a "Teachers' Journal," as the organ of the Society.

This subject cannot better be closed than by quoting an extract from an address delivered at the dedication of the San Francisco High School Building, by Rev. Thomas Starr King:

"Think what an influence, during the past ten years, has been exerted upon the intellect and character of the best portions of our country, by the ambition of Teachers to be more efficient in their work, by the establishment of journals of education, by

County, District, and State Conventions of instructors, not sunned by public applause, not paid for by the public, either, in which the wisest unfold the best results of their experience, and the youngest are stimulated by the contagious enthusiasm of the leading masters of the profession.

“‘Profession,’ did I say? No. Here is the injustice; here is the proof of the marvellous infidelity of our public as yet to the service which can hardly be surpassed by any other type. American liberty and hopes are based on comprehensive education—mental and moral—and we do not yet recognize the Teacher’s calling as one of the ‘learned professions.’ There is the degree of M. D., a title of respect for every one who enters the ranks of the healers by the regular door. Every clergyman has his prefix of ‘Reverend,’ which floats him sometimes like a cork upon waters where he could not swim. ‘D. D.’ is conferred every year upon many a man who is no scholar in Christian history or dogmatics. I have known cases where LL.D. has been affixed by prominent Colleges to the names of men who could not have told what the two L’s, with a period after them, were the abbreviation of. But there is no title for Teachers. And I am ignorant of the fact, if any University or College has yet sought out an eminent, consecrated, thoroughly efficient Teacher, to confer upon him or her any title of honor, as an acknowledgment of personal service to society, or the rank of the calling to which he or she is pledged.

“We must do what we can to repair this injustice—we who know the value of the office, the grand proportion of the gifts that are so often brought to it, and the nobleness of the spirit in which those gifts are frequently dedicated.”

EXAMINATION.

The examination of Teachers will be mostly conducted in writing, in consequence of the large number who will be present.

Three grades of Certificates will be granted, viz:

Grammar School; Unclassified School; and Primary School.

Candidates for Grammar School Certificates will be examined in the following studies:

English Grammar;

Geography—physical and political;

History of the United States;

Elements of Algebra;

Physiology;

Reading and Spelling;

Arithmetic;

Natural Philosophy;

Methods of Teaching.

Candidates for Certificates to teach Unclassified Schools will be examined in all the preceding studies, except Algebra and Natural Philosophy, but with a series of questions less difficult.

Primary School Certificates will be issued on an examination in the following branches:

- Elements of Arithmetic;
- Elements of Grammar;
- Elements of Geography;
- Reading and Spelling;
- Elements of Drawing;
- Methods of Teaching.

The examination for all three grades of Certificates will be upon the general principles of the different branches of study, confined to no one particular system of text books. The questions will be carefully prepared by some of the best practical Teachers of the State. Its object will be, not to test the power of memorizing facts and figures, or of picking up and retaining technicalities and exceptions to general rules, but rather to ascertain habits of mind, power of original thought, and familiarity with methods of teaching and School discipline.

COUNTY SUPERINTENDENTS.

All County Superintendents are urgently invited to attend the Institute, and aid in conducting its exercises. By a recent Act of the Legislature, an appropriation of one hundred and fifty dollars (\$150) is made, payable out of the County General Fund, for the benefit of County Institutes, which may be called for by the County Superintendents, with consent of the Supervisors. Under the provisions of this Act, the County Superintendent is required to preside over and conduct the Institute. It is hoped that the State Institute may be a model for the organization of County Institutes, a large number of which will doubtless be held under the new law. By another bill before the Legislature, it is made the duty of the State Superintendent to be present at the County Institutes, and aid in conducting them. The present Legislature is fully alive to the importance of making more liberal provision for Common Schools, and it is hoped that the School officers will not disappoint the reasonable expectations entertained of them. The local County Institutes are destined to become the most efficient agents in the improvement of Teachers, and in awakening public opinion to an increased interest in Public Schools. The experience in a State Institute will enable the County Superintendents to become familiar with the routine of business, and to make themselves practically acquainted with the best methods of conducting local Institutes.

County Superintendents are requested to promptly forward the "Institute Circulars" to Teachers, School Trustees, and friends of education, in their respective counties.

SCHOOL TRUSTEES.

It is hoped that Boards of Trustees will extend every possible courtesy to Teachers, by suspending School, or arranging the time of vacation so as to enable them to attend the Institute. In many of the older States, it is customary to suspend the Schools and keep the Teachers under pay during the time of attendance on Institutes. The State Superintendent of New York, in his last report says: "It gives me great pleasure to bear testimony to the liberal and enlightened policy of the School officers in some districts, who gave their Teachers either wholly, or in part, the time from School spent at the Institutes."

In this State, the expense of attending on Institutes is a heavy tax on the small salary of the Teacher. Sacramento, Stockton, and some other places in the State, have already set a noble example of enlightened policy, by keeping their Teachers under pay during the time of attendance on former Institutes.

The State Superintendent would earnestly urge all Trustees "to go and do likewise," feeling confident that the money so expended would be returned tenfold in the increased interest and enthusiasm of the Teachers.

An amendment to the School Law has already passed the Assembly, and will doubtless become a law, which provides that at the next election of Trustees, in April, eighteen hundred and sixty-three, the Board of Trustees shall be elected for the term of one, two, and three years, respectively, and every year thereafter one Trustee shall be elected, annually, for the term of three years. With a term of three years before them, there will be some inducement for Trustees to make themselves thoroughly familiar with their duties, and to enter more fully into the spirit of their official acts. The provision by which two old members are always retained on the Board, will insure the permanent engagement of Teachers, thereby correcting the great evil of a frequent change, and conducing to the success and popularity of Schools. Several other amendments concerning the duties of Trustees are before the Legislature, of which the earliest possible notice will be given as soon as they become laws.

If any friends of education who fill the honorable, but not *lucrative*, office of School Trustee, are self-sacrificing enough to attend the Institute, the Superintendent would be happy to welcome them to the most honorable seats in the assembly.

PROFESSORS AND INSTRUCTORS IN COLLEGES AND PRIVATE INSTITUTIONS OF LEARNING.

While a State Institute is designed more especially for the Teachers of Public Schools, you are hardly less interested in the success and influence of such an educational meeting.

The interests of Colleges and Collegiate Institutions are intimately connected with those of the Public Schools. There are only two Public High Schools in this State; all those who acquire an elementary education in the Common Schools, necessarily seek in private Institutions of learning to complete a full course of instruction. The better the Public Schools, the larger will be the number of those whose minds shall be awakened to pursue a course of study beyond the range of the Common School.

Before our higher Institutions can produce disciplined thinkers, and thoroughly trained professional men, the elementary Schools must be carried to a corresponding degree of excellence.

It is clearly your duty and interest to give the aid of your professional talent and experience to this large gathering of the friends of education. You are cordially invited to participate in the proceedings of the Institute.

MAPS, CHARTS, TEXT BOOKS, AND SCHOOL APPARATUS.

A large collection of all the appliances of the school room will be furnished to the Institute for examination. Eastern publishers were notified months ago of the meeting of this Institute, and many of them have made arrangements on a most liberal scale, to place before the Teachers new works on education, and the latest and most approved apparatus. The publishers, booksellers, and agents, of this city, will extend to Teachers every possible courtesy and accommodation. The Public School buildings of the city will be open to inspection, affording Teachers an opportunity of noticing improvements in School furniture and School architecture.

UNIFORMITY OF SCHOOL BOOKS.

A general desire is expressed by County Superintendents and Teachers for the adoption of a uniform series of text books in the Public Schools throughout the State.

This subject will hold a prominent place in the discussions of the Institute. Such uniformity would greatly increase the efficiency of the Schools, and would save to the parents thousands of dollars annually.

Under the present system of disorder, whenever a family removes from one city, county, or district, to another, all

books, however valuable, must be thrown aside, and a new set purchased.

And in the same School, in many Districts, half a dozen different text books on Arithmetic, Grammar, Geography, and Reading, defy all efforts of the Teacher at classification.

If legislative enactment cannot be secured, Teachers and County Superintendents must endeavor to remedy the evil. If uniformity could be secured in the four principal studies of the Common School—Arithmetic, Geography, Grammar, and Reading—a great point would be gained.

GENERAL ARRANGEMENTS.

The California Steam Navigation Company, with customary liberality, have consented to pass all Institute Teachers free of charge over their routes of travel.

The various stage lines will undoubtedly be equally generous.

Many of the hotels will accommodate ladies attending the Institute, at half the usual rates.

A Committee of Arrangements, appointed by the San Francisco Teachers' Institute, will meet the Teachers from the interior, on the arrival of the Sacramento and Stockton boats, on Saturday and Monday evenings. All who can conveniently reach the city on Saturday, May 2d, are invited to do so, for the purpose of taking a part in organizing the Institute.

Teachers must secure a pass from the County Superintendent, or from the Board of School Trustees, in the Districts where they are engaged in teaching.

The members of the profession in this city will extend a cordial welcome to all Teachers who may attend the Institute, and will spare no pains to make the session a pleasant one.

The members of the San Francisco Teachers' Institute are making arrangements for a social re-union, which promises to be one of the most pleasant and attractive features of the occasion.

The daily sessions of the Institute will be held in Platt's New Music Hall, Montgomery street.

JOHN SWETT,
Superintendent of Public Instruction.

DEPARTMENT OF PUBLIC INSTRUCTION,
San Francisco, February 25th, 1863.

